Final Report of the Teacher Education Review Steering Committee

September 1988

Ontario
Ministry of Education
Ministry of Colleges and Universities

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Dear Ministers:

It has been my pleasure to chair the Teacher Education Review Committee over a period of three years.

During this period of time, I have been impressed and gratified by the commitment, the dedication and the effort of the members of the committee.

The committee strongly believes that all phases of teacher education must be considered as one continuum. The recommendations contained in this report reflect our collective thinking on how best to assist teachers from their initial planning to enter the profession through their preparation phase as well as throughout their entire teaching careers.

The support, the interaction and the assistance of the members of the educational community in this project are acknowledged and appreciated. When requested, individuals and groups formed together in a cooperative and collaborative manner to discuss the major issues in teacher education.

Respectfully submitted

J. F. Clifford
Chairman
Teacher Education Review
Steering Committee

CONTENTS

I. BACKGROUND 1

II. INTRODUCTION 4

II. CONCLUSIONS AND RECOMMENDATIONS 8

1. Governance 8

2. Continuum 13

2.1 Admissions 13

2.2 Teacher Preparation 16

2.3 In-Service 26

3. Review and Approval of Programs 30

IV. GLOSSARY 32

V. APPENDICES 33

1. Appendix A - Members of the Teacher Education Review Committee 33

2 Appendix B - Commission Research Studies 35

3. Appendix C - Summary of Recommendations 36

I. BACKGROUND

The Ontario Teacher Educatior Review Steering Committee (the membership of the Committee is shown in Appendix A) was established in March 1985 by the Ministry of Colleges and Universities and the Ministry of Education. The Committee's mandate was to examine all aspects of the education of teachers, including admission procedures to teacher education institutions, pre-service programs, entrance to the profession, and on-going professional development.

The impetus for this review came from several sources:

- A paper was submitted to the Council of Ontario Universities (COU) in 1983 by the Ontario Association of Deans of Education (OADE) which recommended that Ontario Bachelor of Education programs be extended from one to two academic years.

- In response to this, COU recommended to the Ministry of Colleges and Universities and the Ministry of Education that a special commission be formed to look at all facets of teacher education.

- There was a sense, shared by the Ontario Teachers' Federation (OTF), faculties of education, and others, that a full study was needed to examine the impact on teacher education of changes in education in Ontario, and what might be required to prepare teachers for the future.

The eleven-member Committee was chaired by Frank Clifford (MOE), with Robert Sheridan (MCU) as Secretary. Other members represented universities, teacher education institutions, teacher professional organizations, trustees, and supervisory officers.

In addition, four officials from the Ministry of Education were appointed to the Committee.

The Committee spent the first year gathering data. Profiles of teacher education institutions in Ontario were completed, faculty of education* calendars were analyzed, existing documents on teacher education in the province were reviewed, and the literature on teacher education in North America and elsewhere was surveyed.

In June 1986, a contract was awarded to the Ontario Institute for Studies in Education with Professors M. Fullan and F. M. Connelly as principal investigators. Their task was to generate, for the consideration of the Committee, a description of teacher education for Ontario that could be appropriate for the future. The underlying assumption of the Committee -- fully shared by the principal investigators -- was that all phases of teacher education must be considered as one continuum.

In December 1986, Fullan and Connelly completed the discussion paper Teacher Education in Ontario: Current Practice and Options for the Future. A period of broad consultation followed, to test the ideas and proposals set out in the discussion paper. They were provocative, and stimulated debate both within the Committee and across the province. More than 200 written responses were received, and oral presentations were made at six symposia (two of them in French) held at various centres in Ontario. The investigators analyzed these responses and submitted their final report.

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*In Ontario, teacher education institutions are named colleges, schools, or faculties of education. However, for the purposes of this report we use the generic term, faculties of education.

The task of the Committee, then, was to draw together all their information, to set directions for change. Because of the complexity of the issues, and especially because of the range of key interest groups whose cooperation would be essential if the issues were to be resolved -- the university community, the professional organizations, trustees, and government -- another round of consultation was deemed necessary. This consultation, in effect, tested the implementability of the proposed directions, as well as refining them and developing new ones where necessary. Accordingly, sixty-five members from various sectors of the education community were invited to participate in a two-day conference, held in Toronto April 18th and 19th, to work together on the contents of the final report. Throughout each phase of the investigative and consultative process, the Committee attempted to address the distinctive needs and characteristics of the Franco-Ontarian education community. The Committee appreciates the help given by Dr. Normand Frenette in its consideration of the needs of the Franco-Ontarian education community.

The recommendations that follow, therefore, reflect the results of the Committee's own deliberations, and these unique consultative processes.

Due recognition must here be given to the special contribution made by Michael Fullan and Michael Connelly. Many of the ideas presented in this final report can be found in their discussion paper. The Committee is grateful for their strong contribution, particularly by providing, in their presentation of "the way we were" and "the way we are today", a context for the entire review.

II. INTRODUCTION

On the whole, teacher education in Ontario is in good condition. Considerable efforts are made by government, the federations, faculties of education, and school boards to meet provincial and local needs and they are largely successful. The system runs smoothly, and the quality of candidates remains high. After three and a half years of study and consultation, the Committee sees no need for fundamental or radical change.

But this is not to counsel complacency. There are signs that circumstances will not always be favourable. For example, there is a continuing shortage of teachers in the French community, and, after a decade of teacher over supply, a shortage of teachers in the Anglophone sector in the near future is a real possibility: the numbers of teachers who will retire in the mid and late 1990s are likely to increase at the same time as enrolments grow because of higher birthrates, immigration, and migration. Careful planning and the cooperation of government, the universities, the federations, and school boards will be required to avoid these shortages.*

This changing circumstance, of course, has its roots in a larger pattern of social change: the movement of the children of the baby boom through their years of professional activity and into retirement. At every stage of their lives, these baby boomers have dramatically affected social institutions and social policy. And this signals another reason why we should not be complacent about teacher education: the widespread social, economic, and demographic change which characterizes life in late twentieth century Ontario. In the intervening period years since the responsibility for teacher

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*See Laverne Smith, "Perspectives on Teacher Supply and Demand: Interim Report" (unpublished working paper, July 1988), page 20.

education was located in the universities the education system has changed significantly with the introduction of special education legislation, the increase in the teaching of French as a second language, the expansion of French language education, the introduction of computer technology into the classroom, and so on. The need for change will continue, perhaps increase. There will be new clients for the education system to serve, and they will need to be served in new ways. There will be new pressures on students, new demands that they will have to meet if they are to be content and productive in their adult, working lives. New relationships, and new ways of working together, will be required from those responsible for teacher education, as we move into the twenty-first century.

The future, of course, arises from the present, and if we are to recommend action for the future it is important to understand what has gone before. One of the salient contributions by Fullan and Connelly in their paper has been to draw a comprehensive picture of the current state of teacher education in Ontario.

It is also important, in looking ahead, to have a strong and compelling image of what it is to be a good teacher. Fullan and Connelly present such an image:

> We need teachers who are reflective, critical and inquiring. We need teachers who are comfortable with problems and for whom genuine discussion and inquiry with students is valued. We need teachers for whom didactics is basic and evocation the life blood, that is, teachers for whom the transmission of knowledge and culture is the backdrop to evoking inquiry and imagination in students. We need teachers for whom the science and technology of teaching is continually developing and for whom the job is fundamentally an art which they study, reflect on, and refine throughout their careers....Teachers need to be people who are in the habit of doing what professionals everywhere do, which is to make the best of the situations in which they find themselves by drawing on their own and each other's resources (p.50).

Of course, interpersonal skills, and effectiveness in the social and affective domain, are central to our image of a good teacher.

If this is what we want our teachers to be like, how do we achieve it?

For one thing, the Committee views teacher education, not as a series of discrete steps or stages, but as something whole, a continuum. For most, this continuum will begin in the undergraduate years, with the choice of courses that may appropriately lead into teaching. It will then move into a more formal, two-year preparation program, with the equivalent of one year of study at a faculty and one year of a guided, or mentored, introduction into the profession. Its third phase will be the continued professional development of teachers throughout their working lives.

What must animate this continuum is ongoing reflective practice for all teachers, at all stages of their careers. For teachers, to be able to think about what they do before they do it, while they are doing it, and after they have done it, both independently and in collaboration with others, is to be able to grow throughout their professional careers. Reflective practice cannot be occasional, it must be rooted in daily professional activity. It is both a key goal of teacher education and the informing characteristic of each step in the teacher education continuum.

This recasting of teacher education into a continuum marked by reflective practice and life-long learning must be a collaborative venture. The idea of a continuum can only become a reality if those who are responsible for each distinct part of teacher education join together and share responsibility for the whole. All phases of the continuum are interdependent, and areas of authority will naturally overlap.

We are fortunate in that the long-term trend towards the professionalization of education and the spirit of constructive cooperation that has evolved among the major participants in education have laid the groundwork for a more formal collaborative framework. We trust school boards, faculties, the teaching profession, and government will see this as a benefit, rather than an obstacle to the reform of teacher education and will participate fully in a proposed advisory council. Mere cooperation is one thing; an active willingness to share power, status, and authority is another. The Committee, by recommending the establishment of an advisory council, is asking for the latter.

III. CONCLUSIONS AND RECOMMENDATIONS

1. GOVERNANCE

The need for closer and more formal collaboration among those concerned with teacher education in Ontario is a theme that runs throughout all the recommendations of this report. So many groups have key roles to play at various points in the continuum of teacher education that, without some forum for cooperation, it is unlikely that many effective changes could be brought about.

Accordingly, the Committee believes it is essential that a provincial council be established to advise the Ministers of Colleges and Universities and Education on all aspects of policy and program development, planning, research, and other issues relevant to teacher education in Ontario.

The Ontario Council for Teacher Education (OCTE) would perform its function in two ways. First, it would be responsive to the concerns, proposals, and recommendations as they are expressed by those involved in teacher education. Second, it would be proactive in developing policies and research projects to assist in long-range planning, in developing innovative programs for teachers throughout the continuum, and devising policies that deal with coordinating programs at the local level. Also, it is expected that the acknowledgement of, and response to, the concerns relating to Franco-Ontarian realities will be an ongoing responsibility of the OCTE.

The OCTE should be large enough to be representative, but not so large as to be unwieldy. It should draw its membership from those organizations and bodies directly involved in teacher education, what might be called the four estates of teacher education--the universities, the teacher federations,

government, and school boards. Each group should be equally represented; due consideration should also be given to linguistic, religious, and regional representativeness. As well, it is envisioned that under the auspices of the Council, committees will be struck which will involve the participation of the community at large.

Such a council would be unique in the governance of professions in Ontario. It would bring together the teaching profession's key stakeholders to solve problems in which all have an interest, many of which are too complex to be solved by any single stakeholder acting alone. Since few other professions in Ontario have as wide or deep an impact on our society, the opportunity for collaborative effort must not be missed.

In recommending the establishment of the OCTE certain assumptions have been made. They are as follows:

- that degree granting would continue to be the responsibility of the university;
- that all aspects of certification would continue to be the responsibility of the Minister of Education;
- that The Ontario Council on University Affairs (OCUA) will continue to have its existing authority regarding new programs and/or the expansion or discontinuance of existing programs; and
- that The Ontario Council on Graduate Studies (OCGS) would continue to review programs at the graduate level as at present.

Though some recommendations in this report can be implemented in isolation from one another, the majority of the recommendations hinge on the establishment of the OCTE. The recommendations assume that there will be an Advisory Council that will encourage those involved in teacher education to

work together to foster a climate of innovation and professional growth.

1. IT IS RECOMMENDED THAT A PROVINCIAL ADVISORY COUNCIL KNOWN AS THE ONTARIO COUNCIL ON TEACHER EDUCATION (OCTE) BE ESTABLISHED BY SEPTEMBER 1, 1989.

2. IT IS RECOMMENDED THAT THE COUNCIL BE COMPRISED OF SIXTEEN MEMBERS TO BE APPOINTED BY THE MINISTER OF EDUCATION IN CONSULTATION WITH THE MINISTER OF COLLEGES AND UNIVERSITIES. THERE SHOULD BE FOUR MEMBERS FROM EACH OF THE FOUR CONSTITUENCIES IN TEACHER EDUCATION: UNIVERSITIES (THREE REPRESENTATIVES FROM OADE, ONE REPRESENTATIVE FROM COU), ONTARIO TEACHERS' FEDERATION (TWO REPRESENTATIVES FROM THE OTF PROFESSIONAL ORGANIZATION, TWO REPRESENTATIVES FROM THE FIELD), GOVERNMENT (THREE REPRESENTATIVES FROM THE MINISTRY OF EDUCATION, ONE REPRESENTATIVE FROM THE MINISTRY OF COLLEGES AND UNIVERSITIES), SCHOOL BOARDS (TWO REPRESENTATIVES FROM THE ONTARIO SCHOOL TRUSTEES COUNCIL, TWO REPRESENTATIVES FROM SUPERVISORY OFFICERS ORGANIZATIONS). IN APPOINTING THESE MEMBERS, REGIONAL, RELIGIOUS, AND LINGUISTIC INTERESTS SHOULD BE REPRESENTED.

3. IT IS RECOMMENDED THAT THE MINISTER OF EDUCATION IN CONSULTATION WITH THE MINISTER OF COLLEGES AND UNIVERSITIES APPOINT ONE FULL-TIME EXECUTIVE DIRECTOR AND ONE FULL-TIME ASSISTANT EXECUTIVE DIRECTOR. BOTH THE EXECUTIVE DIRECTOR AND ASSISTANT EXECUTIVE DIRECTOR WILL SIT AS EX-OFFICIO MEMBERS OF THE COUNCIL. IN ADDITION, IT IS RECOMMENDED THAT THERE BE APPROPRIATE STAFF, SECRETARIAL SUPPORT, AND FINANCIAL RESOURCES (INCLUDING RESEARCH FUNDING) SUFFICIENT TO FULFILL THE COUNCIL'S MANDATE.

4. IT IS RECOMMENDED THAT THE MANDATE OF THE COUNCIL BE TO ADVISE THE MINISTER OF EDUCATION AND THE MINISTER OF COLLEGES AND UNIVERSITIES ON:

(A) ALL ASPECTS OF THE CERTIFICATION OF TEACHERS;
(B) POLICIES AND REGULATIONS CONCERNING ADMISSIONS TO TEACHER EDUCATION INSTITUTIONS, PRE-SERVICE PROGRAMS, INDUCTION PROGRAMS, AND IN-SERVICE PROGRAMS;
(C) THE PROCESS FOR REVIEW OF NEW AND EXISTING PROGRAMS AT THE PRE-SERVICE, IN-SERVICE AND GRADUATE LEVELS;

(D) STRATEGIC PLANNING AND PRIORITY SETTING IN GENERAL; ANNUAL REPORTING CONCERNING THE SUPPLY OF AND DEMAND FOR TEACHERS IN SPECIFIC; AND
(E) FUNDING FOR RESEARCH PROJECTS IN TEACHER EDUCATION.

IT IS FURTHER RECOMMENDED THAT THE OCTE:

(F) PROMOTE IMPROVED COORDINATION AND DIALOGUE AMONG THE CONSTITUENT GROUPS INVOLVED IN TEACHER EDUCATION AND ARTICULATE THE ELEMENTS OF THE CONTINUUM OF TEACHER EDUCATION; AND
(G) FOSTER A CLIMATE OF INNOVATION AND CONTINUED IMPROVEMENT IN TEACHER EDUCATION.

5. IT IS RECOMMENDED THAT THE OCTE BE RESPONSIVE TO TEACHER EDUCATION CONCERNS RELATED TO THE DISTINCTIVE CHARACTERISTICS AND NEEDS OF THE FRANCO-ONTARIAN EDUCATION COMMUNITY, PARTICULARLY WITH RESPECT TO THOSE CONSIDERATIONS WHICH INVOLVE THE FOSTERING AND MAINTENANCE OF CULTURAL AND LINGUISTIC IDENTITY.

6. IT IS RECOMMENDED THAT:

(A) THE ONTARIO COUNCIL OF UNIVERSITY AFFAIRS (OCUA) CONSULT WITH THE OCTE REGARDING ANY REVIEW OF NEW AND EXISTING TEACHER EDUCATION PROGRAMS PRIOR TO MAKING RECOMMENDATIONS TO THE MINISTER OF COLLEGES AND UNIVERSITIES; AND
(B) THE ONTARIO COUNCIL OF GRADUATE STUDIES (OCGS) CONSULT WITH THE OCTE REGARDING GRADUATE STUDIES, AS APPROPRIATE, PRIOR TO MAKING RECOMMENDATIONS TO OCUA.

7. IT IS RECOMMENDED THAT IN ADDITION TO PREPARING AN ANNUAL REPORT, THE EXECUTIVE DIRECTOR OF THE OCTE WOULD BE RESPONSIBLE FOR REPORTING REGULARLY TO THE DEPUTY MINISTERS OF BOTH MINISTRIES.

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At present, the major responsibility for teacher education resides with the Ministry of Colleges and Universities. Strong links are maintained with the Ministry of Education as the policies developed affect both ministries. The Ministry of Education, in its Professional Development Branch (formed in 1987), has the responsibility for the Registrar Services

which deals with the issuance of Ontario Teacher's Certificates and the maintenance of teacher records.

This arrangement of split responsibilities has been less than satisfactory to both ministries and confusing for those involved in teacher education. The Committee believes that Ontario teachers will be better served by placing all matters relating to teacher education in one ministry.

This report stresses the continuum of education, with teacher education spanning the full extent of a teacher's career. In the proposed establishment of an Ontario Council on Teacher Education there will be a body responsible to government, to both the Ministry of Education and the Ministry of Colleges and Universities. For government to play its policy, legislative, and funding roles appropriately, we recommend that the responsibility for teacher education be located in a single ministry, and that that ministry be the Ministry of Education. As well, we recommend that a branch be established in the Ministry of Education which would have both policy and registrarial responsibility. This branch would work closely with the appropriate branches of the Ministry of Education and the Ministry of Colleges and Universities through the Ontario Council on Teacher Education.

8. IT IS RECOMMENDED THAT THE PRIMARY RESPONSIBILITY FOR TEACHER EDUCATION BE PLACED IN THE MINISTRY OF EDUCATION, AND THAT A DISTINCT TEACHER EDUCATION BRANCH BE ESTABLISHED IN THAT MINISTRY. THIS TEACHER EDUCATION BRANCH WOULD WORK CLOSELY WITH THE STAFF OF THE OCTE AND FACULTY AT TEACHER EDUCATION INSTITUTIONS.

2. CONTINUUM

2.1 Admissions

The objective of the admissions process is -- as it should be -- to ensure that the best candidates are admitted to the faculties of education.

Admission to teacher education institutions is determined at present by a variety of factors. On the whole, however, the single most important factor has been previous academic success as measured by grade point average. Other selection criteria such as previous experience, personal interviews, and determination of attitudes towards young people should also play an important part in the process of determining which applicants would make successful teachers.

Further, the need for diversity of representation from different social and cultural groups in the teaching ranks is unarguable. Without compromising academic standards, there must be flexibility in admissions procedures to permit consideration of gender, ethnicity, language, religion, and physical differences. If, for example, the teacher population is to better reflect the multicultural population of the province, and thereby fulfil one of its key roles of modelling behaviours for young people, criteria for admission will have to be flexible enough to make this possible.

To assist the faculties in determining what special considerations should be made when reviewing applications for admissions the following recommendation is made.

9. IT IS RECOMMENDED THAT THE OCTE MONITOR ADMISSIONS PROCEDURES, REPORT ON SIGNIFICANT PRACTICES AND INNOVATIONS, AND MAKE RECOMMENDATIONS RELATED THERETO.

It is essential that greater attention be paid to the interrelationship between degree requirements, general education, and specific pre-professional subjects. It is proposed that, over time, a set of prerequisites be developed for admission to faculties of education. Broadening the range of subjects that must be taken by undergraduates intending to become teachers will not only stand them in good stead in their own education, it also clearly extends the idea of the continuum to the pre-admissions phase. Intending teachers will thus have to reflect on what is needed to be a teacher and, hence, what it means to be a teacher.

All students must satisfy appropriate course work or degree requirements before applying to a faculty of education. During the pursuit of this work, students should be encouraged to take courses which would enhance their professional development as well as their general education. Initially, those students who do select these courses will be at an advantage in the selection process. Therefore, in order to equalize every applicant's opportunities, it will be necessary to establish a set of pre- and co-requisites for undertaking a Bachelor of Education degree.

> 10. IT IS RECOMMENDED THAT THE OCTE INVESTIGATE THE ESTABLISHMENT OF SETS OF PRE- AND CO-REQUISITE COURSES IN THE UNDERGRADUATE DEGREE WITH A VIEW TO RECOMMENDING FOR THE ACADEMIC YEAR 1995, SUCH A SET AS A REQUIREMENT FOR UNDERTAKING OR RECEIVING A BACHELOR OF EDUCATION DEGREE.

Academic average is calculated and weighted differently at different institutions. Most institutions use either the best ten courses or the best fifteen to calculate the average. "Major" average for Senior Division is also used. If academic average is used province-wide as a major selection criterion then standard procedures for calculating academic average should be established.

11. IT IS RECOMMENDED THAT STANDARD PROCEDURES FOR CALCULATING ACADEMIC AVERAGE BE ESTABLISHED BY THE OCTE IN CONSULTATION WITH THE FACULTIES OF EDUCATION.

Academic competence is of great importance when selecting candidates, but the Committee asks that increased weight be given to other relevant qualities as well. To try to assess special talents, aptitudes, and abilities requires that the whole candidate be considered.

Information on experience with children or young people should continue to be considered as one of the criteria and faculties should have a standard way to consider this kind of information to use as part of their selection procedures.

12. IT IS RECOMMENDED THAT THE OCTE CONSIDER THE DEVELOPMENT OF A COMMON EXPERIENCE PROFILE TO BE USED AS PART OF THE ADMISSIONS PROCESS.

The possibility of developing a standardized aptitude test for entry into the profession should be explored. Evidence shows that a test such as LSAT has some power to predict future success in a given profession. Current research indicates that similar instruments could have even greater ability to do this.

13. IT IS RECOMMENDED THAT THE OCTE CONSIDER THE FEASIBILITY OF PROJECTS TO DEVELOP AND VALIDATE INSTRUMENTS TO MEASURE APTITUDE FOR TEACHING FOR BOTH ANGLOPHONE AND FRANCOPHONE CANDIDATES. IF THE RESULTS OF THESE PROJECTS PROVE POSITIVE THEN THE INSTRUMENTS WILL BE RECOMMENDED TO THE FACULTIES OF EDUCATION FOR USE AS PART OF THE SELECTION PROCESS.

It is recognized that special circumstances dictated by the supply and demand for teachers of specific subjects must be taken into consideration in the admissions process. The Committee, throughout its investigation of teacher education, was unable to find consistent and accurate information

sources for determining supply and demand. The regular gathering and sharing with faculties of this information is a key recommendation.

Admissions processes must also be flexible in response to changing supply and demand, both in numbers of students and in subject matter to be taught. Part of the OCTE mandate will be to provide information on current and projected teacher supply and demand. With the help of the OCTE, the faculties would be responsible for finding means to accommodate the needs in high demand and growth areas such as French as a Second Language (FSL) and French as a First Language (FFL) at all levels.

14. IT IS RECOMMENDED THAT THE OCTE REPORT ANNUALLY ON THE SHORT- AND LONG-TERM SUPPLY AND DEMAND REQUIREMENTS FOR TEACHERS IN THE PROVINCE OF ONTARIO.

15. IT IS RECOMMENDED THAT THE OCTE, IN CONJUNCTION WITH THE FACULTIES, BE RESPONSIBLE FOR FINDING MEANS TO ACCOMMODATE THE NEED FOR TEACHERS IN HIGH-DEMAND SUBJECT AREAS OR LEVELS.

2.2 Teacher Preparation Program (Pre-Service and Induction)

The Committee's six objectives for a teacher preparation program and the bases for recommendations are:

- making explicit the continuum of teacher education by extending it into the first year of professional teaching;
- encouraging greater involvement by, and collaboration of, faculties and school boards in the development of all phases of the teacher preparation program;
- providing an extended period of time for the integration of theory and practice by student teachers and newly certificated teachers;

- streamlining the pre-service curriculum;
- lessening the isolation of new teachers by making entrance to the profession more supportive;
- establishing patterns for career-long professional development.

At present formal teacher preparation consists of the equivalent of a one year program at a faculty of education taken consecutively to or concurrently with a university degree.

Ontario Regulation 269, Ontario Teacher's Qualifications specifies the basic components of teacher education as being:

> a concentrated study of the primary, junior, intermediate and senior divisions, studies in education including learning and development, methods designed to meet the individual needs of pupils, acts and regulations respecting education, review of curriculum guidelines issued by the Minister, a minimum of forty days of practical experience in schools. (Part I, Section 1(k).

Upon completion of this one year of study, teacher candidates are eligible to receive an Ontario Teacher's Certificate and a Bachelor of Education degree.

Recommendations for re-casting the teacher preparation phase are centered on the Committee's proposal for a two-step program.

This two-step program will have two distinct phases. The first phase, pre-service, will be very similar to the pre-service year of course study and practicum now offered by the faculties, and as is now the case the teacher candidates will be eligible to receive an Ontario Teacher's Certificate and a Bachelor of Education degree. The second phase, induction, will occur at the graduate teacher's place of employment, with

continued links to a faculty of education. Thus an enhanced integration of practice and theory which we believe to be fundamental to adequate preparation can be achieved by affording the candidate time for both formal study and practical experience in the classroom.

The success of this two-step program will depend on close collaboration between school boards and faculties of education. The placement of students for their practicum, the selection of Associate Teachers in the pre-service phase, and the choice and preparation of Mentor Teachers for the induction phase are areas where collaboration is essential. As well, other opportunities for collaboration will occur in the provision of exchanges and secondments from and to school boards as part of the pre-service program at the faculties.

PRE-SERVICE PHASE

The following assumptions have been made regarding the pre-service programs:

- there is a learning continuum that begins before admission;
- appropriate adjustments will have to be made in the present pre-service programs in light of the new induction program and when admission requirements change;
- the sequence of learning may vary;
- the curriculum may well be spiral in nature (i.e. subject matter may be dealt with more than once, in different degrees); and
- where applicable, a substantial proportion of the pre-service curriculum should be devoted to French language education in Ontario.

When examining the programs offered at present during the pre-service phase, it is recognized that:

- all faculties are different and have different modes of program delivery, such differences arising from size, location, language of instruction, and social context; and
- notwithstanding this, there are basic requirements outlined in Regulation 269, Ontario Teacher's Qualification. This outline assures consistency of program across the province. It is the opinion of the Committee that, in light of the changes suggested, the curriculum for all faculties should have the following five components:

  The Context of Teaching. Students need an understanding of the historical, philosophical, social, religious, legal, and professional perspectives of education in the Province.

  The Bases for Teaching and Learning. Knowledge of human growth and development and the nature of teaching and learning are essential. Some knowledge of research techniques and an acquaintance with education research in areas such as teacher effectiveness and school improvement, issues of culture and identity development, children with special needs, multi-culturalism, and native education is also important. This component, as all others of the pre-service curriculum, must be inquiry-oriented.

  Pedagogy. A variety of teaching methodologies need to be explored and understood. Classroom management techniques, different instructional modalities, communication skills, and evaluation procedures are only some of the pedagogical skills which must be mastered.

Curriculum Studies. A thorough knowledge of the curricula in the appropriate divisions is required. An understanding of theories and models of curriculum is essential so that appropriate classroom applications of curriculum materials and resources can take place.

Field-based Experience. A practicum of sufficient length is required to enable the student to integrate theory and practice. Sixty days of student-teaching should meet this objective. Adjustments will have to be made in the scheduling of course study to accommodate this change.

It is understood that where applicable a substantial proportion of the pre-service curriculum should be devoted to French language education in Ontario.

16. IT IS RECOMMENDED THAT THE TEACHER EDUCATION INSTITUTIONS ADAPT THEIR PRE-SERVICE CURRICULUM TO ENSURE THAT THEY INCLUDE THE FIVE BASIC COMPONENTS:

- THE CONTEXT OF TEACHING;
- THE BASIS FOR TEACHING AND LEARNING;
- PEDAGOGY;
- CURRICULUM STUDIES;
- FIELD-BASED EXPERIENCE.

The Committee believes that lengthening the pre-service practicum to a minimum of 60 days will give student-teachers more opportunities to be with children and young people and to engage in the activities of teaching. This extended time will also give student teachers more opportunities for reflective practice and for involvement in school life.

Concerns have been voiced to the Committee on many occasions regarding the problems confronted by Associate Teachers in the carrying out of their duties.

To ensure that the practicum placement of students is appropriate and adequately reflects the pre-service program, it is essential that the selection of associate teachers and the preparation of and provision of support for Associate Teachers be done conjointly by faculties and boards. It is of equal importance that associate teachers and faculty of education staff have clearly defined roles and that they become partners in the planning and preparation of the practicum.

17. IT IS RECOMMENDED THAT FACULTIES IN CONJUNCTION WITH SCHOOL BOARDS AND THEIR ASSOCIATE TEACHERS, AND WITH THE SUPPORT OF PROFESSIONAL ORGANIZATIONS, DEVELOP STRATEGIES TO ENSURE THAT THE PRACTICUM IS APPROPRIATE AND REFLECTIVE OF THE PRE-SERVICE PROGRAMS, AND THAT THESE STRATEGIES BE FORWARDED TO THE OCTE, FOR REVIEW, ANALYSIS AND DISSEMINATION.

18. IT IS RECOMMENDED THAT THE OCTE IN CONSULTATION WITH SCHOOL BOARDS, FACULTIES OF EDUCATION, AND PROFESSIONAL ORGANIZATIONS INVESTIGATE WAYS OF ADDRESSING SELECTION CRITERIA FOR ASSOCIATE TEACHERS, THEIR PREPARATION, AND THE RECOGNITION (BOTH PROFESSIONAL AND MONETARY) OF THEIR VALUABLE CONTRIBUTION TO THE TEACHING PROFESSION.

As new program initiatives are introduced in Ontario schools, new demands are made on the faculties to offer sufficient programs in these areas. In some areas, expertise can be found outside the faculties, particularly in the community colleges. Planning and coordination is needed if such outside resources are to be used to assist the faculties in program delivery and new program initiatives.

19. IT IS RECOMMENDED THAT THE OCTE INITIATE STUDIES TO:

(A) DETERMINE THE SPECTRUM OF PROGRAMS AND RESOURCES AVAILABLE THROUGH FACULTIES AND COMMUNITY COLLEGES (CAATS) IN AREAS SUCH AS PRIMARY EDUCATION AND TECHNOLOGICAL STUDIES;

(B) DETERMINE HOW THE RESOURCES OF THE CAATS CAN BE USED TO ASSIST THE FACULTIES IN THE PREPARATION OF TEACHERS; AND

(C) DETERMINE THE FEASIBILITY OF INTRODUCING EARLY PRIMARY/PRIMARY CONCENTRATION IN THE PRE-SERVICE YEAR.

An area in need of continuing attention is teacher education programs for candidates of Native Ancestry. Currently there are a few specialized programs for these students. Nipissing offers certification for Native teacher aides, and a three-session Additional Qualification course, Native as a Second Language, for certificated teachers. Lakehead offers a diploma in Native Language teaching, has begun a four-year concurrent degree program for students of Native Ancestry, and offers the Additional Qualification course Native as a Second Language. Lakehead University and the University of Western Ontario offer a program leading to a permanent letter of standing, Teacher of Native Language as a Second Language. In spite of these efforts there continues to be a shortage of qualified Native students entering and completing teacher education programs in the province. A concerted effort must be made to address this problem. A first step might be to look at ways to attract Native students to existing programs and to support them during their studies.

20. IT IS RECOMMENDED THAT THE OCTE INVESTIGATE METHODS TO INCREASE THE PARTICIPATION RATE OF STUDENTS OF NATIVE ANCESTRY IN TEACHER PREPARATION PROGRAMS.

INDUCTION PHASE

The induction phase has four objectives. The first is the improvement of teaching skills. Instructional strategies, techniques, and procedures need development and refinement in such areas as classroom management, assessment, and reporting to parents. As well, inductees must become adept at resource identification and utilization.

The second objective is professional growth. Most of this will occur as a result of informed reflection on practice. Opportunities must be provided for reflective practice so that inductees can develop personal teaching styles and philosophical perspectives. This is to be done within the context of a growing and continuing sense of professionalism in the workplace.

The third objective is orientation to the school and its community and the development of a personal and professional support system within that context. Inductees must become sensitive to the school and community environment if they are to adequately serve the needs of their students. At the same time they will become acquainted with school and board structures and the material and human resources available to them.

The fourth objective is the professional growth of experienced teachers already in the system. The reciprocal effect of further professional development for those who participate in the mentoring process is a major benefit of the induction process.

The Committee is recommending that the second phase of the teacher preparation program, induction, reverse the balance of teaching and formal study. While formal study continues, the inductee's focus will now be in the school. Eighty percent of the inductee's time will be in the classroom, teaching, while receiving continuous support and guidance from a Mentor Teacher. The remaining 20% will be in continued study, reflection, and other professional development activities. The inductee will be guided, throughout this phase, by a mentor teacher who will ease the inductee's entrance into the profession by providing support and counselling, making provision for professional activities (such as seminars, school visits), and providing guidance into the school and community life.

The concept of mentoring is key to the successful implementation of the induction phase. The role of the Mentor Teacher is that of an experienced and trusted advisor. He or she, by being on-site, becomes an ongoing guide and counsellor, and support for the inductee. The mentor will also provide the inductee with opportunities to discuss research.

The mentor will be a successful teacher who will likely have had experience at more than one level, demonstrated leadership abilities, a knowledge of current literature, and a willingness to interact with other mentors.

The desire for faculties of education to have direct involvement with and continued responsibility for graduating students in their first year of professional teaching is not new. But opportunities have not always been present. The induction phase presents this opportunity. Therefore, it is imperative that boards and faculties jointly determine the roles of mentor teachers and faculty members in the induction phase, and that mentor teachers be selected by school board officials in consultation with faculty representatives. The mentor teacher will serve a specific term and will be the inductee's link to the faculty of education.

The idea of an induction phase is vital for the success of teacher preparation. It is expected that this phase will eventually be a mandatory part of the teacher education process with the recommended 80% teaching time and 20% professional development time implemented in ways suitable to individual boards. Induction will be introduced to the Ontario school system on an individual project basis. The OCTE will be responsible for developing criteria for the selection of the initial projects. These criteria should include involvement of both board and faculty, the role of the mentor teacher, methods of monitoring and evaluating the program, and a research component.

21. IT IS RECOMMENDED THAT, BY SEPTEMBER 1995, AN INDUCTION PHASE BE MANDATORY AS PART OF THE TEACHER EDUCATION PROGRAM, WITH EXEMPTIONS GIVEN TO BOARDS FOR SPECIAL CIRCUMSTANCES. IN THE INTERVENING YEARS, INCENTIVE MONIES SHOULD BE MADE AVAILABLE FOR INDIVIDUAL PROJECTS. THE OCTE WILL BE RESPONSIBLE FOR DEVELOPMENT, SELECTION, AND EVALUATION CRITERIA FOR THESE PROJECTS.

22. IT IS RECOMMENDED THAT THE ALLOCATION OF TIME IN THE YEAR OF INDUCTION WOULD BE EIGHTY PERCENT TEACHING RESPONSIBILITIES AND TWENTY PERCENT FOR PROFESSIONAL DEVELOPMENT.

23. IT IS RECOMMENDED THAT THE OCTE IN CONJUNCTION WITH SCHOOL BOARDS, FACULTIES OF EDUCATION, AND PROFESSIONAL ORGANIZATIONS INVESTIGATE WAYS OF ADDRESSING SELECTION CRITERIA AND APPROPRIATE PREPARATION FOR MENTOR TEACHERS.

24. IT IS RECOMMENDED THAT THE GOVERNMENT OF ONTARIO ASSUME THE ADDITIONAL COSTS ASSOCIATED WITH THE PILOTING AND FULL IMPLEMENTATION OF THE INDUCTION PHASE.

There may be a need for flexibility to accommodate the induction phase in remote areas; however, an individual may not enter the induction phase unless the teaching contract is for at least fifty percent of the time. It is expected that the induction phase will occur in the first year of teaching.

Joint planning and cooperation between boards and faculties is essential for the success of the mentoring process. Distance or board size will not always permit the kind of cooperation needed or desired. Each faculty and school board will have to find satisfactory ways of collaboration that reflect their particular circumstances. It is envisioned that new communications technologies will be of assistance here.

2.3 In-Service

The Committee believes that in-service is a vital and integral part of the teacher education continuum, a necessity for reflective practice, and an essential part of a teacher's professional life. Continuing education should be an expectation of all teachers.

Additional Qualification courses, graduate studies, individual professional development pursuits, and curriculum-oriented workshops and seminars are all valid means of improving present skills and learning new ones, and keeping up with research and innovative practice. All are essential for continued professionalism.

The diversity of courses and programs is positive and indicates the desire of boards, faculties, federations and other agencies to meet the myriad of teacher needs across the province. What gives some reason for concern, however, is the duplication of programs, the lack of access to programs for some because of distance or language, and a difficulty in responding quickly to changing needs as they arise. There is a need for greater coordination and sharing of information among boards, federations, faculties, and other concerned agencies and institutions. This kind of collaboration should lead to a more efficient use of resources and to improved access by those who by virtue of language or distance are now unable to take advantage of these programs.

As in other areas of teacher education, there is a need for strong collaboration among boards, universities, teacher federations, CAATS, TVOntario, and other concerned agencies. Sharing information about innovative and successful in-service programs and modes of delivery, funding, and research developments in the field would be a first step towards

solving the problems of duplication of and access to in-service programs.

25. IT IS RECOMMENDED THAT THE OCTE DEVELOP FOR THE USE OF THE EDUCATION COMMUNITY AN UP-TO-DATE INFORMATION BASE ON CURRENT ACTIVITIES AND RESEARCH IN PROFESSIONAL DEVELOPMENT, EFFECTIVE IN-SERVICE PROGRAMS, AND SOURCES OF FUNDS FOR IN-SERVICE EDUCATION.

In-service for practising teachers is usually equated with courses or programs given by a board or faculty, and taken by a teacher after school hours, on professional development days, or during the summer months. However, engaging in practical research is also an effective means of in-service. To date, most education research has been conducted by the Ontario Institute for Studies in Education, faculties of education, or individual contractors; little has been done to facilitate the involvement of teachers in field-based, classroom focused, action research. Giving teachers access to research documents and opportunities to learn techniques of documentation and interpretation of classroom practices would prepare them to participate in much needed research in teaching and learning strategies.

26. IT IS RECOMMENDED THAT THE OCTE PROVIDE INCENTIVES TO FACILITATE THE INVOLVEMENT OF PRACTICING TEACHERS IN ON-SITE RESEARCH PROJECTS.

In-service programs for teachers can be organized into four general categories (Fullan, Ontario Curriculum, OTF 1981): graduate programs, individual professional development, collective professional development, and Additional Qualification courses. Though each category has specific parameters which dictate accessibility and delivery, they are not mutually exclusive and often overlap. However, for the purposes of this report, the needs of each will be considered separately.

Graduate Programs

For many teachers access to graduate programs is limited by available space, entrance requirements that appear unduly rigid, geographic distance, or a lack of availability of programs in French. Consideration should be given to expanding the availability of programs by more universities and through distance education and other technological means.

> 27. IT IS RECOMMENDED THAT THE OCTE REVIEW, IN CONJUNCTION WITH APPROPRIATE AGENCIES, POLICIES OF ADMISSION TO, AND AVAILABILITY OF GRADUATE EDUCATION PROGRAMS FOR ALL TEACHERS. PARTICULAR ATTENTION SHOULD BE GIVEN TO PROBLEMS REGARDING DENIAL OF ACCESS BECAUSE OF DISTANCE OR LANGUAGE.

Individual Professional Development

It is essential that teachers, as professionals, be able to direct their own growth and development. Learning about developments in research, new techniques, and classroom management practices through courses, seminars, workshops, and intra-school visits are valuable in-service experiences. What is often neglected in formal professional development offerings is time for reflection and opportunities for collegial exchange. The idea of school or board based teacher centres has been tried in some parts of the province. This is an idea which deserves support. Fullan and Connelly express it thus:

> On-the-job reflection in action and reflection on action are key phrases which focus on the day to day forces most powerful in in-service education of all professionals, not only teachers. The Teacher Centers have the potential to create school conditions under which teaching may be made genuinely professional as a self-conscious art; where teachers act, reflect on their actions and consult and reflect with others. (p.61)

28. IT IS RECOMMENDED THAT THE OCTE INVESTIGATE AND REPORT ON EXISTING TEACHER CENTRES, WITH A VIEW TO ASSISTING TEACHERS, SCHOOLS, AND BOARDS IN THE ESTABLISHMENT AND DEVELOPMENT OF CENTRES APPROPRIATE TO THEIR CIRCUMSTANCES.

Collective Professional Development

There is constant pressure on the teaching force to keep up with new ministry or board curriculum and program policies. Native Education, race relations, AIDS education, new expectations for early primary education, computer technology, and sex role stereotyping are some of the recent areas of policy initiative that teachers must deal with. For teachers, meeting the challenge of change is complicated by the seemingly unrelenting shifts in expectation by policy makers. Too often, when new curriculum guidelines are issued, implementation is left to somehow take care of itself. At present, teachers' federations, subject associations, boards, faculties, and ministry personnel are all involved in giving seminars, workshops, and short courses in an effort to inform teachers of curriculum and policy changes. A frequent lack of opportunity to co-ordinate and share information has led to duplication of efforts by all concerned. Co-ordination of collective professional development programs across the province while considering local needs and initiatives, would improve the implementation of curriculum objectives.

29. IT IS RECOMMENDED THAT THE OCTE EXAMINE CURRENT COLLECTIVE PROFESSIONAL DEVELOPMENT PROGRAMS AND PRACTICES ACROSS THE PROVINCE IN ORDER TO MAKE RECOMMENDATIONS CONCERNING IMPLEMENTATION OF MAJOR CURRICULUM POLICIES INITIATED IN THE PROVINCE.

Additional Qualification (AQ) Courses

The AQ system, unique to Ontario, continues to provide valuable professional development opportunities for practising teachers. There is an extremely high level of participation and satisfaction with the courses offered by the universities.

The maintenance and strengthening of the AQ process is seen as a priority in the total spectrum of in-service activities and programs available to teachers.

As in the area of Graduate Studies, access remains a problem for many, particularly for Francophone teachers. Another problem, more specific to the AQ system, is the capacity of some universities to respond, through appropriate course offerings, to emergent curriculum needs at the provincial or board level.

Several useful initiatives, begun on a co-operative basis, involving faculties, MCU, Federation and boards, have been suspended during the course of this present study. Of particular importance are the review process for evaluation of individual course areas, and the development of resource materials to assist the course instructors, most of whom are full-time teachers in the field. This latter initiative also has ancillary advantages for teacher education institutions in the mounting of their respective courses in each subject area.

> 30. IT IS RECOMMENDED THAT THE OCTE GIVE PRIORITY ATTENTION TO THE STRENGTHENING AND REFINEMENT OF THE ADDITIONAL QUALIFICATION COURSE SYSTEM, WITH PARTICULAR REFERENCE TO: REVIEW AND EVALUATION OF COURSE OFFERINGS IN INDIVIDUAL SUBJECT AREAS; CO-OPERATIVE COURSE DEVELOPMENT IN RESPONSE TO EMERGENT NEEDS; PREPARATION OF RESOURCE MATERIALS AND HANDBOOKS FOR EACH AQ COURSE; ADDRESSING PROBLEMS OF COURSE AVAILABILITY AND ACCESS; AND OTHER RELEVANT CONCERNS.

3. REVIEW AND APPROVAL OF PROGRAMS

The approval of new programs and review of existing programs will be a collaborative effort between the OCTE and the universities. The final responsibility for initiating and funding new or expanded programs will, of course, remain with The Ontario Council on University Affairs (OCUA) and the

responsibility for graduate program review with the Ontario Council on Graduate Studies (OCGS). However, it is important that these organizations have access to the information about and understanding of teacher education that will reside with the OCTE. The long-range planning function of the OCTE will result in clearer goals for pre-service and in-service programming and it is essential that the OCTE be a strong partner with the university for the approval and revision of teacher education programs. It is this type of collaboration that will ensure the success of the continuum of pre-service, in-service, and graduate education.

31. IT IS RECOMMENDED THAT EXISTING TEACHER EDUCATION PROGRAMS BE REVIEWED REGULARLY, WITH THE FREQUENCY TO BE ESTABLISHED BY THE OCTE. THE OCTE, IN CONSULTATION WITH THE FACULTIES AND COU, WILL FORMULATE THE CRITERIA AND PROCEDURES FOR THESE REVIEWS, AND FOR THE PUBLICATION OF THE RESULTS OF THESE REVIEWS.

32. IT IS RECOMMENDED THAT PROPOSALS FOR NEW OR EXPANDED PRE-SERVICE AND IN-SERVICE PROGRAMS THAT REQUIRE APPROVAL OF OCUA BE APPROVED BY THE OCTE BEFORE SUBMISSION TO OCUA. ANY PROPOSAL TO OCUA SHOULD INCLUDE THE VIEWS AND RECOMMENDATIONS OF BOTH THE OCTE AND THE RELEVANT UNIVERSITY.

33. IT IS RECOMMENDED THAT THE QUALITY OF GRADUATE PROGRAMS SHOULD CONTINUE TO BE REVIEWED BY OCGS. HOWEVER, BECAUSE OF ITS RESPONSIBILITIES IN TEACHER EDUCATION, THE OCTE WILL ADVISE OCGS ON:

- SPECIAL NEEDS AND CIRCUMSTANCES OF TEACHER EDUCATION;
- CRITERIA AND SPECIAL CONSULTANTS TO BE USED FOR GRADUATE REVIEWS;
- ADMISSION REQUIREMENTS TO GRADUATE PROGRAMS; AND
- SUPPLY OF AND DEMAND FOR GRADUATE DEGREES.

IV. GLOSSARY

ASSOCIATE TEACHER: Full-time, practicing professional teachers employed by the school boards in Ontario who assist teacher education institutions in the exercise of the practicum. Their function is to provide formative support and counselling to student teachers and to participate in the evaluation of these student teachers, according to processes mutually agreed upon by the teacher education institutions and the professional teachers.

CONCURRENT PROGRAM: A teacher education program taken concurrently with an acceptable undergraduate degree. It leads to a Bachelor of Education degree and the Ontario Teacher's Certificate.

CONSECUTIVE PROGRAM: A one-year teacher education program taken after the completion of an acceptable undergraduate degree. It leads to a Bachelor of Education degree and the Ontario Teacher's Certificate.

INDUCTEE: A beginning teacher undertaking the induction phase of the teacher preparation program.

MENTOR TEACHER: An experienced teacher assisting the inductee's entrance into the profession by providing support, counselling, guidance into the school and community life, and opportunities for professional activities.

STUDENT TEACHER: An individual enrolled in the pre-service phase of the teacher preparation program.

V. APPENDICES

1. APPENDIX A

MEMBERS OF THE TEACHER EDUCATION REVIEW COMMITTEE:

Bruce Archer
Executive Assistant
Ontario Teachers' Federation

Susan Braun
Trustee
Lakehead Board of Education

Frank Clifford
(Chair)
Executive Director
Bill 30 Implementation Unit
Ministry of Education

Dr. William C. Found
Professor
York University

Valerie-Dawn Girhiny
Special Assistant to
Assistant Deputy Minister
Education Programs
Ministry of Education

Dr. Wilfred L. Innerd
Dean
Faculty of Education
University of Windsor

Dr. Michael Laing
Corporate Planning and Financial Management Branch
Ministry of Education

William Lipischak
Director
Evaluation and Supervisory Services Branch
Ministry of Education

Francine Morissette
Executive Assistant to the
Assistant Deputy Minister
Franco-Ontarian Education
Ministry of Education

Robert *Sheridan*
(Secretary)
Coordinator, Teacher Education Section
University Relations Branch
Ministry of Colleges and Universities

Dr. John Vintar
Superintendent of Schools
Dufferin-Peel RCSS Board

2. APPENDIX B

COMMISSION RESEARCH STUDIES

1. Frenette, N. (1988). Francophone Teacher Education.

2. Fullan, M., Connelly, M. (1987). Teacher Education in Ontario: Current Practice and Options for the Future.

3. Henderson, H. (1986). "Analysis of Documents on Teacher Education Concerning Admissions, Pre-Service, Orientation and In-Service Regulations and Programs." Teacher Education in Ontario, the Western Provinces and Quebec.

4. Russell, T. L. (1986). A Literature Survey on Teacher Education. Volume 1: Admission to Teacher Education. Volume 2: Orientation and Induction Programs. Volume 3: In-Service.

5. Smith, L. (1988). Perspectives on Teacher Supply and Demand.

3. APPENDIX C

SUMMARY OF RECOMMENDATIONS

1. GOVERNANCE

1. IT IS RECOMMENDED THAT A PROVINCIAL ADVISORY COUNCIL KNOWN AS THE ONTARIO COUNCIL ON TEACHER EDUCATION (OCTE) BE ESTABLISHED BY SEPTEMBER 1, 1989.

2. IT IS RECOMMENDED THAT THE COUNCIL BE COMPRISED OF SIXTEEN MEMBERS TO BE APPOINTED BY THE MINISTER OF EDUCATION IN CONSULTATION WITH THE MINISTER OF COLLEGES AND UNIVERSITIES. THERE SHOULD BE FOUR MEMBERS FROM EACH OF THE FOUR CONSTITUENCIES IN TEACHER EDUCATION: UNIVERSITIES (THREE REPRESENTATIVES FROM OADE, ONE REPRESENTATIVE FROM COU), ONTARIO TEACHERS' FEDERATION (TWO REPRESENTATIVES FROM THE OTF PROFESSIONAL ORGANIZATION, TWO REPRESENTATIVES FROM THE FIELD), GOVERNMENT (THREE REPRESENTATIVES FROM THE MINISTRY OF EDUCATION, ONE REPRESENTATIVE FROM THE MINISTRY OF COLLEGES AND UNIVERSITIES), SCHOOL BOARDS (TWO REPRESENTATIVES FROM THE ONTARIO SCHOOL TRUSTEES COUNCIL, TWO REPRESENTATIVES FROM SUPERVISORY OFFICERS ORGANIZATIONS). IN APPOINTING THESE MEMBERS, REGIONAL, RELIGIOUS, AND LINGUISTIC INTERESTS SHOULD BE REPRESENTED.

3. IT IS RECOMMENDED THAT THE MINISTER OF EDUCATION IN CONSULTATION WITH THE MINISTER OF COLLEGES AND UNIVERSITIES APPOINT ONE FULL-TIME EXECUTIVE DIRECTOR AND ONE FULL-TIME ASSISTANT EXECUTIVE DIRECTOR. BOTH THE EXECUTIVE DIRECTOR AND ASSISTANT EXECUTIVE DIRECTOR WILL SIT AS EX-OFFICIO MEMBERS OF THE COUNCIL. IN ADDITION, IT IS RECOMMENDED THAT THERE BE APPROPRIATE STAFF, SECRETARIAL SUPPORT, AND FINANCIAL RESOURCES (INCLUDING RESEARCH FUNDING) SUFFICIENT TO FULFILL THE COUNCIL'S MANDATE.

4. IT IS RECOMMENDED THAT THE MANDATE OF THE COUNCIL BE TO ADVISE THE MINISTER OF EDUCATION AND THE MINISTER OF COLLEGES AND UNIVERSITIES ON:

(A) ALL ASPECTS OF THE CERTIFICATION OF TEACHERS;
(B) POLICIES AND REGULATIONS CONCERNING ADMISSIONS TO TEACHER EDUCATION INSTITUTIONS, PRE-SERVICE PROGRAMS, INDUCTION PROGRAMS, AND IN-SERVICE PROGRAMS;
(C) THE PROCESS FOR REVIEW OF NEW AND EXISTING PROGRAMS AT THE PRE-SERVICE, IN-SERVICE AND GRADUATE LEVELS;

(D) STRATEGIC PLANNING AND PRIORITY SETTING IN GENERAL; ANNUAL REPORTING CONCERNING THE SUPPLY OF AND DEMAND FOR TEACHERS IN SPECIFIC; AND
(E) FUNDING FOR RESEARCH PROJECTS IN TEACHER EDUCATION.

IT IS FURTHER RECOMMENDED THAT THE OCTE:

(F) PROMOTE IMPROVED COORDINATION AND DIALOGUE AMONG THE CONSTITUENT GROUPS INVOLVED IN TEACHER EDUCATION AND ARTICULATE THE ELEMENTS OF THE CONTINUUM OF TEACHER EDUCATION; AND
(G) FOSTER A CLIMATE OF INNOVATION AND CONTINUED IMPROVEMENT IN TEACHER EDUCATION.

5. IT IS RECOMMENDED THAT THE OCTE BE RESPONSIVE TO TEACHER EDUCATION CONCERNS RELATED TO THE DISTINCTIVE CHARACTERISTICS AND NEEDS OF THE FRANCO-ONTARIAN EDUCATION COMMUNITY, PARTICULARLY WITH RESPECT TO THOSE CONSIDERATIONS WHICH INVOLVE THE FOSTERING AND MAINTENANCE OF CULTURAL AND LINGUISTIC IDENTITY.

6. IT IS RECOMMENDED THAT:

(A) THE ONTARIO COUNCIL OF UNIVERSITY AFFAIRS (OCUA) CONSULT WITH THE OCTE REGARDING ANY REVIEW OF NEW AND EXISTING TEACHER EDUCATION PROGRAMS PRIOR TO MAKING RECOMMENDATIONS TO THE MINISTER OF COLLEGES AND UNIVERSITIES; AND
(B) THE ONTARIO COUNCIL OF GRADUATE STUDIES (OCGS) CONSULT WITH THE OCTE REGARDING GRADUATE STUDIES, AS APPROPRIATE, PRIOR TO MAKING RECOMMENDATIONS TO OCUA.

7. IT IS RECOMMENDED THAT IN ADDITION TO PREPARING AN ANNUAL REPORT, THE EXECUTIVE DIRECTOR OF THE OCTE WOULD BE RESPONSIBLE FOR REPORTING REGULARLY TO THE DEPUTY MINISTERS OF BOTH MINISTRIES.

8. IT IS RECOMMENDED THAT THE PRIMARY RESPONSIBILITY FOR TEACHER EDUCATION BE PLACED IN THE MINISTRY OF EDUCATION, AND THAT A DISTINCT TEACHER EDUCATION BRANCH BE ESTABLISHED IN THAT MINISTRY. THIS TEACHER EDUCATION BRANCH WOULD WORK CLOSELY WITH THE STAFF OF THE OCTE AND FACULTY AT TEACHER EDUCATION INSTITUTIONS.

2. CONTINUUM

2.1 Admissions

9. IT IS RECOMMENDED THAT THE OCTE MONITOR ADMISSIONS PROCEDURES, REPORT ON SIGNIFICANT PRACTICES AND INNOVATIONS, AND MAKE RECOMMENDATIONS RELATED THERETO.

10. IT IS RECOMMENDED THAT THE OCTE INVESTIGATE THE ESTABLISHMENT OF SETS OF PRE- AND CO-REQUISITE COURSES IN THE UNDERGRADUATE DEGREE WITH A VIEW TO RECOMMENDING FOR THE ACADEMIC YEAR 1995, SUCH A SET AS A REQUIREMENT FOR UNDERTAKING OR RECEIVING A BACHELOR OF EDUCATION DEGREE.

11. IT IS RECOMMENDED THAT STANDARD PROCEDURES FOR CALCULATING ACADEMIC AVERAGE BE ESTABLISHED BY THE OCTE IN CONSULTATION WITH THE FACULTIES OF EDUCATION.

12. IT IS RECOMMENDED THAT THE OCTE CONSIDER THE DEVELOPMENT OF A COMMON EXPERIENCE PROFILE TO BE USED AS PART OF THE ADMISSIONS PROCESS.

13. IT IS RECOMMENDED THAT THE OCTE CONSIDER THE FEASIBILITY OF PROJECTS TO DEVELOP AND VALIDATE INSTRUMENTS TO MEASURE APTITUDE FOR TEACHING FOR BOTH ANGLOPHONE AND FRANCOPHONE CANDIDATES. IF THE RESULTS OF THESE PROJECTS PROVE POSITIVE THEN THE INSTRUMENTS WILL BE RECOMMENDED TO THE FACULTIES OF EDUCATION FOR USE AS PART OF THE SELECTION PROCESS.

14. IT IS RECOMMENDED THAT THE OCTE REPORT ANNUALLY ON THE SHORT- AND LONG-TERM SUPPLY AND DEMAND REQUIREMENTS FOR TEACHERS IN THE PROVINCE OF ONTARIO.

15. IT IS RECOMMENDED THAT THE OCTE, IN CONJUNCTION WITH THE FACULTIES, BE RESPONSIBLE FOR FINDING MEANS TO ACCOMMODATE THE NEED FOR TEACHERS IN HIGH-DEMAND SUBJECT AREAS OR LEVELS.

2.2 Teacher Preparation Program (Pre-Service and Induction)

16. IT IS RECOMMENDED THAT THE TEACHER EDUCATION INSTITUTIONS ADAPT THEIR PRE-SERVICE CURRICULUM TO ENSURE THAT THEY INCLUDE THE FIVE BASIC COMPONENTS:

- THE CONTEXT OF TEACHING;
- THE THEORETICAL BASIS FOR TEACHING AND LEARNING;
- PEDAGOGY;
- CURRICULUM STUDIES;
- FIELD-BASED EXPERIENCE.

17. IT IS RECOMMENDED THAT FACULTIES IN CONJUNCTION WITH SCHOOL BOARDS AND THEIR ASSOCIATE TEACHERS, AND WITH THE SUPPORT OF PROFESSIONAL ORGANIZATIONS, DEVELOP STRATEGIES TO ENSURE THAT THE PRACTICUM IS APPROPRIATE AND REFLECTIVE OF THE PRE-SERVICE PROGRAMS, AND THAT THESE STRATEGIES BE FORWARDED TO THE OCTE, FOR REVIEW, ANALYSIS AND DISSEMINATION.

18. IT IS RECOMMENDED THAT THE OCTE IN CONSULTATION WITH SCHOOL BOARDS, FACULTIES OF EDUCATION, AND PROFESSIONAL ORGANIZATIONS INVESTIGATE WAYS OF ADDRESSING SELECTION CRITERIA FOR ASSOCIATE TEACHERS, THEIR PREPARATION, AND THE RECOGNITION (BOTH PROFESSIONAL AND MONETARY) OF THEIR VALUABLE CONTRIBUTION TO THE TEACHING PROFESSION.

19. IT IS RECOMMENDED THAT THE OCTE INITIATE STUDIES TO:

(A) DETERMINE THE SPECTRUM OF PROGRAMS AND RESOURCES AVAILABLE THROUGH FACULTIES AND COMMUNITY COLLEGES (CAATS) IN AREAS SUCH AS PRIMARY EDUCATION AND TECHNOLOGICAL STUDIES;

(B) DETERMINE HOW THE RESOURCES OF THE CAATS CAN BE USED TO ASSIST THE FACULTIES IN THE PREPARATION OF TEACHERS; AND

(C) DETERMINE THE FEASIBILITY OF INTRODUCING EARLY PRIMARY/PRIMARY CONCENTRATION IN THE PRE-SERVICE YEAR.

20. IT IS RECOMMENDED THAT THE OCTE INVESTIGATE METHODS TO INCREASE THE PARTICIPATION RATE OF STUDENTS OF NATIVE ANCESTRY IN TEACHER PREPARATION PROGRAMS.

21. IT IS RECOMMENDED THAT, BY SEPTEMBER 1995, AN INDUCTION PHASE BE MANDATORY AS PART OF THE TEACHER EDUCATION PROGRAM, WITH EXEMPTIONS GIVEN TO BOARDS FOR SPECIAL CIRCUMSTANCES. IN THE INTERVENING YEARS, INCENTIVE MONIES SHOULD BE MADE AVAILABLE FOR INDIVIDUAL PROJECTS. THE OCTE WILL BE RESPONSIBLE FOR DEVELOPMENT, SELECTION, AND EVALUATION CRITERIA FOR THESE PROJECTS.

22. IT IS RECOMMENDED THAT THE ALLOCATION OF TIME IN THE YEAR OF INDUCTION WOULD BE EIGHTY PERCENT TEACHING RESPONSIBILITIES AND TWENTY PERCENT FOR PROFESSIONAL DEVELOPMENT.

23. IT IS RECOMMENDED THAT THE OCTE IN CONJUNCTION WITH SCHOOL BOARDS, FACULTIES OF EDUCATION, AND PROFESSIONAL ORGANIZATIONS INVESTIGATE WAYS OF ADDRESSING SELECTION CRITERIA AND APPROPRIATE PREPARATION FOR MENTOR TEACHERS.

24. IT IS RECOMMENDED THAT THE GOVERNMENT OF ONTARIO ASSUME THE ADDITIONAL COSTS ASSOCIATED WITH THE PILOTING AND FULL IMPLEMENTATION OF THE INDUCTION PHASE.

2.3 In-Service

25. IT IS RECOMMENDED THAT THE OCTE DEVELOP FOR THE USE OF THE EDUCATION COMMUNITY AN UP-TO-DATE INFORMATION BASE ON CURRENT ACTIVITIES AND RESEARCH IN PROFESSIONAL DEVELOPMENT, EFFECTIVE IN-SERVICE PROGRAMS, AND SOURCES OF FUNDS FOR IN-SERVICE EDUCATION.

26. IT IS RECOMMENDED THAT THE OCTE PROVIDE INCENTIVES TO FACILITATE THE INVOLVEMENT OF PRACTICING TEACHERS IN ON-SITE RESEARCH PROJECTS.

27. IT IS RECOMMENDED THAT THE OCTE REVIEW, IN CONJUNCTION WITH APPROPRIATE AGENCIES, POLICIES OF ADMISSION TO, AND AVAILABILITY OF GRADUATE EDUCATION PROGRAMS FOR ALL TEACHERS. PARTICULAR ATTENTION SHOULD BE GIVEN TO PROBLEMS REGARDING DENIAL OF ACCESS BECAUSE OF DISTANCE OR LANGUAGE.

28. IT IS RECOMMENDED THAT THE OCTE INVESTIGATE AND REPORT ON EXISTING TEACHER CENTRES, WITH A VIEW TO ASSISTING TEACHERS, SCHOOLS, AND BOARDS IN THE ESTABLISHMENT AND DEVELOPMENT OF CENTRES APPROPRIATE TO THEIR CIRCUMSTANCES.

29. IT IS RECOMMENDED THAT THE OCTE EXAMINE CURRENT COLLECTIVE PROFESSIONAL DEVELOPMENT PROGRAMS AND PRACTICES ACROSS THE PROVINCE IN ORDER TO MAKE RECOMMENDATIONS CONCERNING IMPLEMENTATION OF MAJOR CURRICULUM POLICIES INITIATED IN THE PROVINCE.

30. IT IS RECOMMENDED THAT THE OCTE GIVE PRIORITY ATTENTION TO THE STRENGTHENING AND REFINEMENT OF THE ADDITIONAL QUALIFICATION COURSE SYSTEM, WITH PARTICULAR REFERENCE TO: REVIEW AND EVALUATION OF COURSE OFFERINGS IN INDIVIDUAL SUBJECT AREAS; CO-OPERATIVE COURSE DEVELOPMENT IN RESPONSE TO EMERGENT NEEDS; PREPARATION OF RESOURCE MATERIALS AND HANDBOOKS FOR EACH AQ COURSE; ADDRESSING PROBLEMS OF COURSE AVAILABILITY AND ACCESS; AND OTHER RELEVANT CONCERNS.

3. REVIEW AND APPROVAL OF PROGRAMS

31. IT IS RECOMMENDED THAT EXISTING TEACHER EDUCATION PROGRAMS BE REVIEWED REGULARLY, WITH THE FREQUENCY TO BE ESTABLISHED BY THE OCTE. THE OCTE, IN CONSULTATION WITH THE FACULTIES AND COU, WILL FORMULATE THE CRITERIA AND PROCEDURES FOR THESE REVIEWS, AND FOR THE PUBLICATION OF THE RESULTS OF THESE REVIEWS.

32. IT IS RECOMMENDED THAT PROPOSALS FOR NEW OR EXPANDED PRE-SERVICE AND IN-SERVICE PROGRAMS THAT REQUIRE APPROVAL OF OCUA BE APPROVED BY THE OCTE BEFORE SUBMISSION TO OCUA. ANY PROPOSAL TO OCUA SHOULD INCLUDE THE VIEWS AND RECOMMENDATIONS OF BOTH THE OCTE AND THE RELEVANT UNIVERSITY.

33. IT IS RECOMMENDED THAT THE QUALITY OF GRADUATE PROGRAMS SHOULD CONTINUE TO BE REVIEWED BY OCGS. HOWEVER, BECAUSE OF ITS RESPONSIBILITIES IN TEACHER EDUCATION, THE OCTE WILL ADVISE OCGS ON:

- SPECIAL NEEDS AND CIRCUMSTANCES OF TEACHER EDUCATION;
- CRITERIA AND SPECIAL CONSULTANTS TO BE USED FOR GRADUATE REVIEWS;
- ADMISSION REQUIREMENTS TO GRADUATE PROGRAMS; AND
- SUPPLY OF AND DEMAND FOR GRADUATE DEGREES.